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ABSTRACT

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Milwaukee Area Technical College (MATC), in Milwaukee, Wisconsin. MATC has developed a Center for Special Needs that delivers reasonable and necessary accommodations and supportive services to students with disabilities. The Center offers tutoring services for disadvantaged students, instructional programs for students with disabilities, and an associate degree program in sign language and interpreting. The Center aims to promote educational retention and success, the acquisition of independent living skills, and the development of skills and knowledge that will enable individuals with disabilities to acquire and maintain competitive employment. The report discusses the mission, goals and objectives of the Center, significant features of the Center, key factors that make MATC's approach effective for students with significant disabilities, and evaluation results demonstrating the effectiveness of the Center's approach. Characteristics that are manifested in all six of the profiled schools are also listed and an accompanying CD-ROM describes the projects. (CR)

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Serving Students with Significant Disabilities in Two-Year Colleges

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Center for Special Needs
Milwaukee Area Technical College • Milwaukee, WI

Serving Students with Significant Disabilities in Two-Year Colleges

Center for Special Needs

Milwaukee Area Technical College
Milwaukee, Wisconsin

August, 2000

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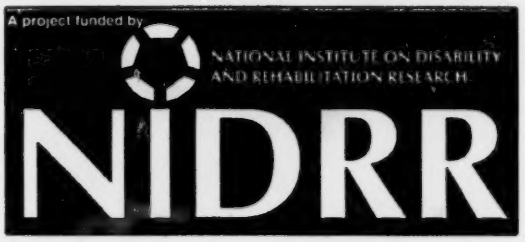

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Milwaukee Area Technical College
Milwaukee, Wisconsin

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Introduction

Rationale and Need for This Project

Two national trends support the value and timeliness of this project. The first is the dramatic increase in the number of postsecondary students with significant disabilities enrolled in two-year colleges over the past decade (Henderson, 1999; Horn and Berktold, 1999). The second trend is the on-going constraint posed by limited resources available to postsecondary support services providers, coupled with the more intense and more extensive academic support needs presented by students with significant disabilities. These trends necessitate that postsecondary support staff display a high degree of ingenuity and resourcefulness in order to meet the needs of students with significant disabilities. The products developed through this project are intended to provide these dedicated individuals with stimuli to their imagination and examples that they can adapt to their own settings.

Project Goal

This project's goal was to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" includes academic institutions, technical colleges, and vocational institutions.

Definition of "Individual with a Significant Disability"

This definition is very similar to the definition of "individual with a severe disability" which it replaces. It is taken from PL 105-220, the Workforce Investment Act of 1998, Title IC—Rehabilitation Act Amendments of 1998, Definitions, Section 6:

(A) In General. Except as provided in subparagraph (B) or (C), the term "individual with a significant disability" means an individual with a disability—

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs described in subparagraphs (A) and (B) of paragraph (2) to cause comparable substantial functional limitation.

Selection Process

Nomination

A call for nominations form was circulated nationally in both print and electronic formats, and posted on the project's web page (www.cew.wisc.edu/nidrr). Ninety-eight schools from 28 states were nominated.

Application

Nominees wishing to participate completed and returned a 42-question survey. Eighteen schools from 15 states completed this step.

Application Review/Rating

Seventeen experts from different work settings (including two-year colleges, universities, teacher training programs, and advocacy organizations), specialties (including sensory disabilities, developmental disabilities, and learning disabilities), and geographic regions of the country served on the project's National Review Panel (Figure One). Their places of employment were current at the time they served on the project's National Review Panel.

The National Review Panel met on January 22-23, 1998, to evaluate each application. All participating panel members (12 of 17) were formed into three member teams and assigned a portion of the applications. During the first phase of the process, each reviewer rated his or her assigned applications individually using multiple criteria. In addition, each reviewer rated each application's overall scope and design, evidence of effectiveness, and replicability. Each reviewer also specified whether a site visit should be conducted.

After completing individual ratings of each application, reviewers carried out the second phase of the review process: small group discussions of their assigned applications. During this phase, reviewers either reaffirmed or changed their individual decisions regarding whether to conduct a site visit to a particular applicant. In the third phase of the review process, the entire National Review Panel discussed and reaffirmed their respective individual and small group decisions.

Figure One: National Review Panel

Dr. Eduardo Arangua
Madison Area Technical College
Madison WI

Dr. John Bellanti (Retired)
Mid-State Technical College
Wisconsin Rapids WI

Ms. Marcia Carlson
Facilities Access/Planning & Management
University of Wisconsin-Madison
Madison WI

Ms. Diane Coley
Division for Vocational Rehabilitation
Department of Workforce Development
Milwaukee WI

Mr. J. Trey Duffy
McBurney Disability Resource Center
University of Wisconsin-Madison
Madison WI

Ms. Elizabeth Getzel
Rehabilitation Research and Training Center
Virginia Commonwealth University
Richmond VA

Dr. Thomas Grayson
National Transition Alliance
University of Illinois
Champaign IL

Mr. Thomas Heffron
Wisconsin Technical College System Board
Madison WI

Ms. Robin Jones
Great Lakes Disability and Business Technical Assistance Center
Institute on Disability and Human Development
Chicago IL

Ms. Carol Kopp
Southwest Wisconsin Technical College
Fennimore WI

Dr. Carolyn Maddy-Bernstein
National Center for Research in Vocational Education
University of Illinois
Champaign IL

Dr. Fred Menz
Research and Training Center
University of Wisconsin-Stout
Menomonie WI

Dr. Edna Szymanski
Department of Rehabilitation Psychology and Special Education
School of Education
University of Wisconsin
Madison WI

Dr. Kelli Thuli
National School to Work Office
Washington DC

Dr. Lloyd Tindall (Retired)
Center on Education and Work
Madison WI

Mr. Raymond Truesdell
Division of Vocational Rehabilitation
WI Department of Workforce Development
Madison WI

Dr. Michael Wehmeyer
The ARC of the United States
Arlington TX

Review Panel Results

Six of eighteen applicants were selected for site reviews. Applicants not chosen for site reviews received copies of reviewers' ratings and certificates of participation.

Site Reviews

The project director and a member of the National Review Panel made two-day site visits to each of the six finalists. A different Review Panel member accompanied the project director on each trip. The site visit's purpose was to validate, enrich, and expand upon data provided in the initial application and answer questions and concerns raised during review/rating of written applications.

Site Visit Procedures

Each site received copies of reviewers' ratings as well as a copy of the Site Review Itinerary and Reviewer's Rating Summary. The latter instruments were designed by project staff to structure the site review. Each site developed a schedule using the framework outlined on the Site Review Itinerary. Specific activities were selected in order to address questions or issues described raised by the National Review Panel. The project director provided each fellow site visitor with copies of the site's written application, a summary of the site review's purpose, a description of the site reviewer's role, a procedure list, and suggested questions. Prior to each visit, the project director and his fellow site visitor reviewed that site's written application and reviewer's ratings and listed key questions/issues to explore during the site review. During the site visit, each visitor conducted observations; reviewed documents; and interviewed students, staff, agency representatives, and other key informants; and independently rated each scheduled activity using the following criteria:

"1" = observation, interview, or document review provides evidence that supports selection of site as a highly effective approach.

"2" = observation, interview, or document review did not provide evidence that supports selection of site as a highly effective approach.

"3" = evidence provided during observation, interview, or document review was inconclusive.

"4" = site reviewer did not participate in this observation, interview, or document review.

Each reviewer provided written documentation of any "2" or "3" ratings.

Finally, each site reviewer provided an overall rating by answering three questions about that site:

(i) This site visit addressed concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(ii) Data obtained during this site visit satisfied concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(iii) This site implements a highly effective approach to serving students with Significant disabilities: Yes_____ No_____

All six sites featured in this project received favorable scores using the approach sketched above.

A Word About the Approaches Described Through This Project

This publication summarizes the approach used by Milwaukee Area Technical College, Milwaukee, Wisconsin. Other publications in this series examine the approaches used by Hinds Community College, Raymond, Mississippi; Florence-Darlington Technical College, Florence, South Carolina; Longview Community College, Lee's Summit, Missouri; Lakeshore Technical College, Cleveland, Wisconsin; and Springfield Technical Community College, Springfield, Massachusetts. Additional copies of all publications in this series may be downloaded at no cost from the project's web page at http://www.cew.wisc.edu/nidrr/.

It is important to note that descriptions of each approach featured through this project capture a "moment" in the organizational life of that approach. All organizations, and the services they provide, are dynamic entities. Over time, policy decisions, funding fluctuations, career changes, and personal tragedies impinge on the operation of these services. A visitor to any of the schools featured through this project would recognize instantly the impact of these forces. These changes in no way alter or diminish the value of the approaches as described, nor lessen their potential for replication in other settings.

References

Henderson, C. (1999). *1999 College Freshmen with Disabilities, A Biennial Statistical Profile.* Washington, DC: American Council on Education, HEATH Resource Center.

Horn, L. and Bertold, J. (1999). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes.* Washington, DC: US Department of Education, National Center for Education Statistics.

CENTER FOR SPECIAL NEEDS

Milwaukee Area Technical College

The Center for Special Needs at Milwaukee Area Technical College delivers reasonable and necessary accommodations and supportive services to students with disabilities. The Center offers tutoring services for disadvantaged students, instructional programs for students with disabilities, and an associate degree program in sign language and interpreting. The Center aims to promote educational retention and success, the acquisition of independent living skills, and the development of skills and knowledge that will enable individuals with disabilities to acquire and maintain competitive employment.

Mission, Goals, and Objectives

Milwaukee Area Technical College (MATC) is committed to being a world-class educational institution that empowers students, faculty and staff to realize their potential and providing quality occupation, academic, and lifelong education for improving personal and employment potential.

MATC transforms its vision and mission statements into policy and practice throughout each of its educational, business, and service departments, including the Center for Special Needs. The mission of the Center for Special Needs is to ensure that students with disabilities have equal access and opportunities to all Wisconsin Technical College System programs, courses, and services offered at MATC. The philosophy of the Center is to serve all students with disabilities equitably and with dignity. Students are viewed individually based upon their abilities.

The purpose of the Center for Special Needs is to provide reasonable accommodations and academic support to students with disabilities who demonstrate specific educational needs. Our goals are to enhance educational progress, promote completion of educational objectives, and ultimately enable individuals with disabilities to acquire and maintain competitive employment.

Significant Features of the Center for Special Needs

The Center for Special Needs was created to provide a variety of academic support services for students with disabilities. These support services enhance educational progress, promote completion of educational goals, and enable students to acquire the technical knowledge needed for upgrading work skills or obtaining entry-level employment. The Center employs 25 professional staff and serves approximately 500 students.

Transition Services

The Center's Transition Team coordinates support services in an efficient, timely, and supportive manner. Support services include helping the student with the admissions, assessment, registration and financial aid processes, referrals to other MATC services, career information for both traditional and nontraditional careers, and campus tours.

Services for Students with Hearing and Visual Impairments

The Center makes available specialized assistance needed for students' successful participation in classes. Services provided are sign language and oral interpreting, notetaking, specialized tutoring, use of a portable auditory trainer, extended time for test-taking, reader/scribe service, taped textbooks, adaptive equipment, and academic counseling and advising.

Services for Students with Learning Disabilities

MATC offers students academic support instruction in the Learning Center, where the following services are available to students with learning disabilities: academic monitoring and intervention

strategies, test modifications or extended time for testing, modification of instructional materials, individualized assistance at academic support centers, readers, scribes, adaptive equipment, tape recording of lectures, notetakers and peer tutors, assistance in ordering taped textbooks, access to computers with voice output and word processing software, and assistance in program planning and course selection.

Basic Skills for Students with Disabilities

In collaboration with the College Transition Division, the Center for Special Needs provides instruction in basic academic skills—reading, writing, and mathematics—for students with disabilities. Instruction is provided through a wide variety of adaptive materials: sign language, captioned videos and films, overhead transparencies, and standard print material. For students who are blind or visually impaired, instructional materials are often enlarged, tape recorded, or brailled. Reading and writing skills are taught using group instruction techniques. Math instruction is provided on a more individualized basis due to the wide variety of students' ability levels.

Visually Impaired Persons (VIP Program)

Blind and visually impaired persons are taught adaptive communication skills, orientation and mobility techniques, and independent living skills.

Key Factors that Make the Center's Approach Effective for Students with Significant Disabilities

The Center for Special Needs' approach to serving students with disabilities is highly individualized, confidential, and of a supportive nature. Staff encourage students to pursue their chosen educational goals, and, as a result, students with disabilities are graduating from a broad range of vocational and occupational programs. Of 69 associate degree programs, students with disabilities were represented in 48, and of 29 diploma and certificate programs, 19 students with disabilities were represented.

Evaluation Results Demonstrating the Effectiveness of the Center's Approach

A student survey of services offered in the Center for Special Needs is conducted on an annual basis in order to evaluate the effectiveness of the services offered to students with disabilities. To conduct the *Give Us A Grade* survey the Student Services Division representatives visit each academic support area five days for eight hours to survey the students who utilized each area. The survey contained a rating scale and asked two questions: "How could we serve you better?" and "Any additional comments?"

During the fall 1997 semester fifty-eight surveys were completed. Our final grade was "A." Responses to the two questions follow.

- Be open longer than 4:00 P.M. for my night class. Betty and the others help me very well.
- There should be someone that has knowledge of every class that MATC offers, not just the basic classes.
- Keeping this service for those who are in need of learning support. Thank you for your support.
- Make sure someone is here in the morning at 8:00—like the clock in the window says, "Open at 8:00." Sometimes people haven't showed up until way later. Great people, lots of fun. Treat me like everyone else, which is very important to me. People have given me more support than I received in high school.
- More hours available for assistance.
- Make staff more available.
- This lab did not help me at all, maybe it is not for me. I went somewhere else for my help.
- My disability is not very bad, but it helps a great deal when my tests are read to me—you can't do much more than that. So far this program has been there for me. I feel it helps me with my studies as well as it keeps me focused.
- I have a knee injury where I need to sit in a chair with arms to relax me at the computers.
- Always someone to help me.
- You're doing a wonderful job!
- Tell Robert to use his cane :)
- I think there should be tutors picked out before semester start, such as for the difficult math and sciences at North campus.
- More tutoring in the Learning Center would help me. Everything is working well for me at this time, and I am satisfied with the help I'm getting.
- Generally everything is fine.

- More tutoring. More computer knowledge.
- Put longer hours in or have more people here after working hours.
- All the services that are provided are all very excellent and there is not much to expand on.
- At this point, all educational needs seemed fulfilled.
- Satisfied with services provided.
- It would help if they knew a little about chemistry. I wouldn't be where I am today without the Learning Center. The facilitators are very helpful and knowledgeable.
- Make sure people who reserve a booth at a certain time should be able to have that room without asking someone to leave 'cause someone else who didn't reserve the room is in there! Keep up the good work!
- All my needs are well taken care of. I believe the program is more than adequate. Having this service provided has allowed me to succeed in my nursing academic course.
- Just keep the Center going here at MATC! Thank you very much for being here always when I need it.
- The facilitator that I was assigned to wasn't around. Midterms, no assigned facilitator. Facilitator doesn't know the work in my related field. Why sit here and have a facilitator who doesn't know anything or isn't even there?
- I would hope that the Center would have more computers, programs such as to cover the system.
- Have access to the server so I could work on class work here. Should be able to help all students.
- I want to get better improve the grade and more skillful to understand.
- Betty she the best, she help me with any problem I have!
- I know every time I come in somebody is always trying to help so I guess I really can't say. If it wasn't for this Center I would not be in school today finishing up high school because they stay on me.
- Did a great job so far and look forward to next semester.
- You need to check the room schedule before you put a person in, check the sign up sheet, if it was assigned, you can't put a person in.
- Getting more graphic programs on the computers and getting more labs for computer experience.
- They can serve me better by answering questions that I am not able to figure out. Any additional comment would be that I am glad that I have a place where I can go for help.
- By preventing interruptions from other students when working one-on-one with counselor. The Center needs more quiet testing stations.
- More information and services.

Student Satisfaction Survey

In addition, *The Student Satisfaction Survey* is used by the Learning Center to assess its services. The May 1998 survey questions and representative examples of student responses follow:

1. What do you like about the Learning Center?
   - It is very helpful and I get a lot of support.
   - I think that the special needs center is a very reliable learning source for students with special needs like myself.
   - I like the people, the quiet safe atmosphere for studying and taking tests, everything.
   - Great place to learn.
   - The Learning Center is a place that is quiet and you can get your work done.
   - I like the way that I am treated with respect and the friendly attitude of the class.

2. Do you think that your grades have improved since you started using the Learning Center?
   - Yes, because I really applied myself both semesters and study real hard.
   - My grades have improved enormously since I have utilized the Learning Center. I have been taught better study skills.
   - Yes, because here you will get help whether it comes from a student or facilitator.
   - I truly believe my grades are better this year because I was given a lot of team work, understanding from the people that work here in the Learning Center.
   - Yes, I wouldn't be here if it wasn't for the facilitators, I would have a difficult time without their help.
   - When I need special needs my first semester at MATC I did surprisingly excellent. When I felt I could do things without the help of special needs my grades started slipping.

3. Do you feel that you received enough help? Why or why not?
   - Yes because I got better grades.
   - I feel that I have received a lot of help and understanding.
   - Yes because people were willing to help.
   - No, a lot of the facilitators should be here early to help students when needed, especially math!
   - Yes. If I don't know the answer, I ask facilitator.
   - No, because all of the facilitators were too busy with other people.

- I've gotten more than enough help this year because I wasn't scared to ask for it.
- I honestly thought that I didn't receive enough help, but only because I thought I could do things by myself. I was wrong.

4. What would you like to improve?
   - More testing rooms.
   - Longer hours on Monday and Wednesday to 8:00 p.m., or two person work to help.
   - More access to facilitators.
   - Nothing, it's fine.
   - If I was able to improve anything here in the Learning Center I wouldn't change anything but to get more people to help the students so the other teachers won't feel so overworked!
   - More staff who know more about people with learning disabilities.

5. What equipment would you like to see added?
   - I would like to see more computer instruction classes.
   - More computers with Word and Windows 95.
   - Everything's fine!
   - More helpers.

6. Please give us your suggestions and comments about the services you received.
   - My facilitator was very helpful and gave me a lot of positive talk letting me know I can succeed.
   - I got good help to pass.
   - I have received a lot of help with editing papers.
   - I have none! Keep up the good work!
   - Excellent! Very considered!
   - I was very well taken care of. I can't complain. This is a good idea to have this Learning Center.
   - I feel like I was lucky to get the kind of help that I was freely given. The people in the Learning Center hold a special place in my heart; they are family.

Summary

According to both surveys, the majority of students seem to be very satisfied with the services that they receive from the Learning Center. The students' greatest areas of concern seem to be the need for more staff, longer evening hours, staff in the early morning hours, and more test booths.

Staff shortage has been a consistent problem over the years as our student numbers have increased and our budget has decreased. We have also had staff changes due to transfers out of the department and budget cuts in other areas of the school. The concerns about hours of staffing will be reviewed to see how we can make it more convenient for students to use our services. Despite these concerns, most students feel that the Learning Center is a vital part of their education and success at MATC.

Background Information

The geographical area served by the MATC has a total population of 1,059,000, with 60 percent living in urban areas and 40 percent living in suburban areas. The current unemployment rate is 3.5 percent.

For the 1997–1998 school year, the number of minority faculty and staff members was 403, and the number of non-minority faculty and staff members was 1,403. There were 69 associate degree programs and 29 diploma programs offered in the 1997–1998 school year.

Students with Significant Disabilities Served by MATC

Primary Disability	1996-1997	1997-1998	1998-1999	1999-2000
Autistic	0	0	0	2
Cognitive Disability	37	33	35	42
Deaf	36	23	34	34
Deaf/Blind	3	2	1	2
Emotional Disability	65	47	75	145
Hard-of-hearing	86	80	56	60
Health Impairment	108	92	94	129
Learning Disability	492	536	516	392
Multiple Disability	122	82	99	148
Orthopedic Disability	103	87	69	110
Speech Impairment	28	21	17	9
Traumatic Brain Injury	0	1	0	7
Visual Impairment	71	61	51	47
Other	586	536	494	105
Total	1,737	1,601	1,541	1,232

Students Who Received Help from Vocational Rehabilitation Services

Primary Disability	1996–1997	1997–1998
Blindness	4	3
Deaf	17	16
Deaf/Blind	0	0
Cognitive disability	1	7
Emotional disability	16	14
Hearing impairment	14	18
Health impairment	7	6
Learning disability	76	65
Multiple disability	45	41
Orthopedic disability	14	12
Speech impairment	0	0
Traumatic brain injury	0	1
Visual impairment	6	14
Total	200	197

Staff

Name	Title/Position	Degrees/Certifications	Time Supervising Students with Significant Disabilities	Time Providing Services to Students with Significant Disabilities	Years in Current Position	Years in Field	Funding for Position
Charles Kevil	Manager, Center for Special Needs	B.A., M.A.	100%	0	12	28	100% Grant
Brenda Benton	Special Needs Counselor	M.A.	0	100%	11	27	50% State Taxes 50% Local Taxes
Cathy Bohte	Instructor/Coordinator	B.S., M.S.	0	100%	23.5	23.5	100% Grant
Sue McKendry	Instructor Basic Skills	A.A., B.S., M.S.	0	100%	9	20	100% Grant
Todd McGilligan	Specialist: Sensory Impaired	B.A., RID Certificate of Transliteration	0	100%	6	10	100% Grant
Kris Hoppe	Interpreter	A.A.	0	100%	3	5	100% Grant
Debra Bongey	Interpreter	B.A., RID Certificate of Transliteration	0	100%	2.5	3	100% Grant
Vicki Johnson	Interpreter	B.A., M.S.	0	100%	15	15	100% Grant
Sarah Malewicki	Interpreter	B.S.	0	100%	1.5	2.5	100% Grant
Beth Boemer	Interpreter	B.S., Certificate of Interpreting	0	100%	1	3	100% Grant
Ken Schwacher	Interpreter	A.A.	0	100%	4	6	100% Grant
Linda Kanthack	Interpreter	A.A., B.S.	0	100%	14	14	100% Grant

(continued)

(Staff—continued)

Name	Title/Position	Degrees/Certifications	Time Supervising Students with Significant Disabilities	Time Providing Services to Students with Significant Disabilities	Years in Current Position	Years in Field	Funding for Position
Richard Harris	Interpreter	B.S., RID Certificate of Transliteration, RID Certificate of Interpretation	0	100%	13.5	18	100% Grant
Elizabeth Sodos	Interpreter	B.S.	0	100%	9	10	100% Grant
Patricia McKenzie	Interpreter	A.A.	0	100%	4	6	100% Grant
Cathy Iglinski	Facilitator	B.S., currently working on M.S.	0	100%	13	14	100% Grant
Robert Williams	Ed. Assistant II	Certificate in Word Processing	0	100%	7	7	100% Grant
Betty Cystrunk	Facilitator	B.S., Certificate in Office Technology	0	100%	8.5	8.5	100% Grant
Chris Herrick	Facilitator	B.S., L.D. Certificate	0	100%	15	21	100% Grant
Christine Litwin	Transition Specialist	B.A., M.S.	0	100%	2	10	100% Grant
Janice Riley	Facilitator	M.S.	0	100%	12	12	100% Grant
Mary Neal	Facilitator	B.A.	0	100%	1	1	50% State Taxes 50% Local Taxes
Liliana Gutierrez	Facilitator	B.S.; M.S.	0	100%	17	20	100% Grant
Bailee Mendelson	Facilitator	B.S.	0	100%	17	20	100% Grant
Starlette Reed	Facilitator	B.S.; Certified Laubach Reading Teacher	0	100%	1	12	100% Grant

Position Descriptions

Title

Special Needs Facilitator

Reports to

Manager, Center for Special Needs

Nature of Work

Under the supervision of the Special Needs Manager, provides general support to the learning activities of students with special needs; makes accessible MATC programs and services to special needs students, and serves as a liaison between faculty and staff and the special needs student. Work requires the exercise of judgment and discretion in the exercise of a wide variety of duties utilizing established policies and procedures. Employee works either as part of a support services team or independently to devise, modify, and adapt situations and make decisions to meet special needs students' requirements. Supervision received is general in nature where standard practices enables employee to perform independently, referring unusual situations to the supervisor for advice.

Characteristic Duties and Responsibilities

Duties listed may vary in terms of relative importance, and others may be added or eliminated as this position develops. In addition, specific positions within this classification may have special duties and special qualifications.

- Provides general assistance to students in the learning situation as needed; may interpret classroom instruction; may clarify classroom instruction
- Assists in adapting and/or securing instructional materials to meet the needs of the special needs students; proctors testing outside of classroom
- Provides basic tutoring for small groups and individual students as required
- Serves as liaison between students with special needs and other MATC programs and/or services
- Notifies instructor of any educational situations that may be affecting students' performance
- Updates and maintains special needs student records and related reports as required or assigned
- Participates in in-service training, workshops, community awareness activities, and other community services as required or assigned
- Attends staff meetings; assists in preparing needed reports for the specific areas
- Performs related duties as required or assigned

Qualifications

Requires 90 approved college credits in the educational field; one year working experience in teaching or tutoring of the special needs student; or any equivalent combination of experience and training which provides the necessary knowledge, skills, and abilities to include the following:

- Knowledge of instructional and related procedures as applied to the area
- Knowledge of the learning styles of the special needs students
- Ability to interact effectively with special needs students, faculty, and other MATC students and staff, and the general public
- Ability to communicate effectively through both oral and written means
- Ability to understand and support teacher-student relationships
- Ability to work with students from diverse backgrounds and with different needs

This description has been prepared to help evaluate various classes of responsibilities, skills, and working conditions. It indicates the kinds of tasks and level of work difficulty required of positions given this classification. It is not intended to limit or modify the right of any supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind, level or difficulty.

Title

Special Needs Facilitator—Hearing Impaired

Reports to

Manager, Special Needs

Nature of Work

Under the supervision of the Special Needs Manager, provides general support to the learning activities of hearing impaired students with special needs, either in a classroom or lab; makes accessible MATC programs and services to special needs students, and serve as liaison between faculty and staff and the special needs student. Work requires the exercise of judgment and discretion in the exercise of a wide variety of duties utilizing established policies and procedures. Employee works either as part of a support services team or may be required to work independently and to devise, modify, and adapt situations and make decisions to meet special needs students' requirements. Supervision received is general in nature where standard practices enables employee to perform independently referring unusual situations to the supervisor for advice.

Principal Duties and Responsibilities

Duties listed may vary in terms of relative importance, and others may be added or eliminated as this position develops. An asterisk (*) denotes an essential function as defined by ADA.

- Assists students in instructional settings both in classrooms and in mainstream classes in which the student is enrolled; provides general assistance to students in the learning situation as needed; interprets or transliterates classroom instruction including both sign language and oral interpreting*
- Assists in adapting and/or securing instructional materials to meet the needs of the special needs students; proctors testing outside of classroom*
- Provides basic tutoring for small groups and individual students as required*
- Serves as liaison between the Hearing Impaired Program and the tutor center; serves as interpreter between hearing impaired students and MATC programs and/or services staff*
- Monitors students' progress; notifies supervisor of any personal/educational situations that may be affecting students' performance*
- Updates and maintains special needs student records and related reports as required or assigned
- Participates in in-service trainings, workshops, community awareness activities, and other community services as required or assigned*
- Provides related clerical assistance related to special needs students, including typing, completing forms, making copies, etc.
- Attends staff meetings; assists in preparing needed reports for their specific area
- Performs related duties as required or assigned

Qualifications

Requires 90 approved college credits in an appropriate field; or graduation from a state approved interpreter technician program; one year of working experience in teaching or tutoring of the special needs student; plus Level II degree of interpreting skill as measured by Wisconsin's Quality Assurance Assessment; certification by the National Registry of Interpreters for the Deaf (RID) is preferred; or an equivalent combination of training and experience which provides the necessary knowledge, skills, and abilities to include:

- Knowledge of instructional and related procedures as applied to the area of the hearing impaired
- Knowledge of the learning styles of the special needs students
- Demonstrated ability and proficiency in sign language
- Ability to use standard and technical vocabularies when interpreting
- Ability to interact effectively with special needs students, faculty, and other MATC students and staff, and the general public
- Ability to communicate effectively through both oral and written means
- Ability to understand and support teacher-student relationships
- Ability to work with students form diverse backgrounds and with different needs

This description has been prepared to assist in evaluating various classes of responsibilities, skills, and working conditions. It indicates the kinds of tasks and levels of work difficulty required of positions

given this classification. It is not intended to limit or modify the right of any supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind of level or difficulty.

Funding

Source of Funding	*Funding Amount 1996–1997*	*Funding Amount 1997–1998*
Vocational Rehabilitation	$211,000	$367,000
Vocational Education Act	$648,000	$683,000
Milwaukee Area Technical College	$212,000	$267,000
Total	$1,071,000	$1,317,000

Services Provided to Students with Significant Disabilities

Outreach

The Transition Specialist conducts various outreach activities directed to adults with disabilities and secondary education students with disabilities. As a result, referrals are received from numerous sources, including Division of Vocational Rehabilitation staff, physicians, case managers, and through the IEP (Individualized Education Plan) school staffings, high school career fairs, and MATC campus tours. Personal referrals, via word-of-mouth, are also made by individuals with disabilities, alumni, parents, etc.

Admissions Accommodations

When an application for program admission is received by MATC, a letter is sent to the applicant inviting him or her to attend an information and academic screening session. The letter provides

information on who to contact if the student feels that they need special accommodations related to a disability. After providing appropriate documentation of disability, students who request accommodations are given the standard admission test along with the appropriate accommodation. Special Needs staff facilitate the testing. Students who do not apply for a program but only register for a course are provided an opportunity to request accommodations via the course registration form.

Disability Documentation Policy

Any MATC student who has a disability that requires academic accommodations and desires services from the Learning Center receives a letter from the Instructor/Coordinator of the Center for Special Needs specifying the documentation needed.

Enrollment Process

The pre-enrollment process at MATC includes the documentation of disability, reviewing and planning for the requested accommodations, academic screening, program placement, financial aid planning, and program orientation. The Transition Specialist coordinates services and provides case management to all pre-enrollment applicants with disabilities. Students with disabilities who have self-identified are assisted with course selection through the Center for Special Needs.

Who Pays for the Accommodations?

At MATC, if the client/student has an approved Individualized Plan for Employment (IPE) which states that DVR is requesting specific accommodations for the client/student, then it is the responsibility of DVR to pay for the service. If the client/student does not have an IPE approved, by his/her DVR counselor, MATC will incur the cost of the accommodations.

Career Advising and Career Planning Assistance

Using the IPE, students' career goals are identified along with the steps needed to accomplish those goals. Students who do not have a program goal may attend the Career Planning Center's six-hour seminar *Career Directions* or the three-hour workshop *Exploring College Majors at MATC.* An introduction to traditional and nontraditional careers occurs at the Service Plan meeting with the Special Needs facilitator. If a student requests more information about a particular program, an appointment is made with faculty, and a tour of that program can be arranged.

Requests for Accommodations

Students requesting accommodations are asked to provide documentation of their disability (see Exhibit A). Upon receiving the documentation, either the Instructor/Coordinator of the Learning Center or the Counselor for Students with Disabilities reviews and makes recommendations based on the documentation and the specific request for accommodations. Students are then referred to the Learning Center's Special Needs Instructor/Coordinator who develops a Service Plan. The Service Plan may be adjusted with input from the student and/or the Special Needs Facilitator. The ADA coordinator has the overall authority to enforce the implementation of requested accommodations. If a student wishes to appeal any or all of the accommodations being provided he or she may appeal, in writing, in the following order, to the Instructor/Coordinator, the Manager of Special Needs, and the ADA Coordinator. Decisions made by the ADA Coordinator may be appealed to the office of legal counsel.

MATC Discrimination Policy

Milwaukee Area Technical College will fully comply with the Carl Perkins Vocational and Applied Technology Education Act, the Wisconsin Fair Employment Act, the Rehabilitation Act, and the Americans with Disabilities Act of 1990; all of which prohibit discrimination against qualified individuals with disabilities.

To the extent provided in the above-referenced laws and corresponding regulations, and subject to any limitations provided in those laws and regulations, MATC will not discriminate against qualified individuals with disabilities without limiting the generality of the foregoing:

1. MATC shall provide reasonable accommodations to the known physical or mental limitations of qualified individuals with disabilities who hold or apply for jobs at MATC in accordance with applicable laws and regulations unless to do so would impose an undue hardship on MATC's operations; and

2. Under applicable laws and regulations, MATC shall not exclude qualified individuals with disabilities from the services, programs, or activities made available by MATC, or deny the benefits of such services, programs, or activities to such individuals, whether such exclusion or denial results from communication barriers, physical inaccessibility of MATC facilities, MATC policies, practices, procedures, or otherwise.

Milwaukee Area Technical College will not discriminate against any employee, student, or applicant of this institution based on veteran status. In compliance with Section 402 of the Veteran's Readjustment Assistance Act of 1972, it is the policy of MATC to provide employment and educational opportunities to all persons who have disabilities in accordance with this act, and make requested reasonable accommodations unless to do so would cause an undue hardship on the conduct of its operations. Alleged acts of discrimination that claim violations of federal and/or state laws, regulations, and established district policies shall be reported directly to the Affirmative Action office. Any such reports will be investigated promptly and be kept confidential within the bounds of our investigation and the law, in accordance with applicable administrative regulation and procedures. If the complainant alleges discrimination by the Affirmative Action office or that the Affirmative Action office has failed to respond properly to a complaint, the complaint should be directed to the President of MATC.

Accommodations

Once a student is enrolled in a course, the Special Needs staff, with the student's written permission notifies the instructor of the appropriate accommodations. The purpose is two-fold: to provide the best learning environment for the student and to provide technical assistance to the instructor. Depending on the disability, these accommodations may include extending time for completing an exam, providing audio tapes in lieu of written tests, breaking down an exam into smaller test modules, allowing student speeches in various formats, etc. Special Needs staff may at times work closely with the academic deans and admissions counselors to adjust a student's program course or schedule in order to provide a learning process that allows for the student's full participation and meets the program's requirements.

Examples of Auxiliary Aids Provided

- Taped/Brailled textbooks
- Closed-circuit TVs
- Electronic readers
- Braille writers/printers
- Voice-activated computers
- Computers with voice input
- Computers with enlarged text
- Preferential seating in class

- Assisted listening devices
- Classroom interpreters for students who are deaf and hard-of-hearing

Examples of Learning Center Services Provided

- Assigned special needs facilitator for individualized assistance
- Enlargement of handouts and tests
- Liaison with instructors
- Test taking accommodations by providing reader/scribe, extended time, private booth, appropriate breaks, etc.
- Specialized disability-related tutoring, including study skills and proofreading
- Peer tutors and supplemental instruction from the tutoring center
- Notetakers
- Tape recording of lectures
- Specialized math instruction
- Instruction on use of adaptive equipment
- Clarification of concepts
- Advising and counseling

Diagnostic evaluation of learning difficulties

Authority to Enforce Implementation of Reasonable Accommodations

MATC provides accessible facilities for individuals with disabilities. In addition, enrollees are provided accommodations to assist with their successful enrollment. Compliance is in accordance with the Americans with Disabilities Act (ADA).

MATC's Center for Special Needs will provide reasonable accommodations for all "qualified" students with disabilities. The Center for Special Needs will provide academic support necessary for equal access to programs and activities of the College. Adaptive living skills training can be provided for visually impaired students prior to admission to a career program. In addition, the Center provides basic skills for students with disabilities who require specialized remediation prior to transitioning to a chosen career program.

Students who are in need of specialized personal attendant care such as toileting, feeding, wheelchair pushing, and medicating will be expected to have these needs provided by an agent or agency other than MATC.

Case Management Design and Procedures

Special Needs facilitators are assigned to case manage individual students so that the best possible environment and learning experience occurs for students with disabilities as they move through their programs and courses at MATC. At the downtown campus, students with disabilities are assigned to a Special Needs facilitator according to the student's academic program. Students attending the three regional campuses are assigned to the facilitator who works at that particular campus. The advantages of assigning students per program area are:

1. The facilitator can provide a consistent approach to working with students in the same program with the instructors, the program counselor, the academic division, and the program's requirements.
2. The facilitator becomes familiar with the intricacies of the program and its particular areas of difficulty.
3. Duplication of effort does not occur in the vocational/occupational programs since the course instructor is in contact with the Special Needs facilitator who serves all of the students with disabilities in that class. Liberal arts courses are handled individually and not per group.

Postenrollment Academic Support Services

Students are assigned to Special Needs facilitators who work closely with students to provide support services, monitor their progress, and make adjustments as needed. If there are problems, students are referred to the Instructor/Coordinator Staffings with community agencies are arranged, if needed.

Student Appeal/Grievance Policies and Procedures for Handling Accommodations Disputes and/or Complaints of Discrimination

The district shall make every effort to match students' physical and academic ability with appropriate career objectives. To accomplish this objective, the College is committed to working with students with disabilities for the development of an approved educational plan of instruction.

If a student/prospective student disagrees with a decision regarding an accommodation request, they may appeal the decision to the ADA/504 Accommodations Coordinator or designee within 30 calendar days, using the following procedure:

1. The appeal must be in writing, stating the reason for the disagreement, and submitted to the ADA/504 Coordinator or designee.

2. Pending the outcome of the appeal, the accommodations recommended by college staff will be available. The ADA/504 Coordinator will re-evaluate the decision, considering any additional information or statements supplied by the prospective student or students (including any additional information from medical or vocational rehabilitation experts). It is the students' responsibility to provide all necessary documentation at their own expense in support of their appeal.
3. The ADA/504 Coordinator may elect to use the assistance of any accommodations committee. The ADA/504 Accommodations Committee may consult with outside agencies, in the appeal process, taking care to provide confidentiality for the student/prospective student.
4. The ADA/504 Accommodations Committee will discuss its findings and make recommendations to the ADA/504 Coordinator for appropriate action.
5. The ADA/504 Coordinator will make the final appeal decision.
6. The student/prospective student will be notified of the final decision in writing within three calendar days after the appeal is filed.

By filing this appeal, the student/prospective student does not give up their right to pursue other appeal processes within the College or through outside regulatory agencies.

Transition Services

Students preparing to graduate and enter employment access services at the Employment Development Center (EDC). Services at the EDC include resume preparation, interviewing skills, and computerized resources about area employers. After a student completes his or her course of study at MATC, the Learning Center collaborates with the EDC to coordinate employment services to students with disabilities. MATC's EDC is staffed with a specialist who is skilled in working with students with disabilities. The Center for Special Needs staff consults with employers by recommending specific accommodations or adaptive equipment for the student's workplace. Students who plan to transfer to four-year colleges are assisted in making a smooth transition into the receiving institution.

Collaboration with Vocational Rehabilitation Services and Other Adult Service Agencies

The Transition Team works collaboratively and cooperatively with DVR personnel to ensure that prospective students access MATC in the smoothest possible manner. The Team serves as the student's initial case manager in order to optimize the student's college enrollment. The Specialist assists students throughout the enrollment process and then in the accessing of services at the Learning Center. This involves collecting required documentation of a student's disability, completing application materials, and scheduling admission testing. The Team also provides required information to DVR, such as the student's academic status, college fees, and other pertinent information.

The Specialist acts as both an internal and external liaison for fee payments, retrieval of records, and other related processing of information that is required for a student to enroll in school. DVR counselors and special needs staff frequently communicate by phone, written report, and staff meetings.

The Transition Specialist collaborates with agencies and community based organizations (CBOs) that serve and advocate on behalf of students with disabilities. If academic testing reveals a fourth grade or lower level in reading, writing, and math, they are referred to a CBO that can prepare them to reach the required academic levels. The student may reapply to MATC after they have achieved the required academic levels. Referrals are also made to Independence First, a consumer advocacy group for individuals with disabilities, and to Goodwill Industries for students who need non-academic assistance.

Partnerships with Business and Industry

The Center for Special Needs works closely with business/industry to assist students with disabilities as they make the transition into the workplace. For internships or practicums, the Center provides adaptive technology and/or consultation as needed by either the employer or the student.

Follow-Up Procedures

If a student with a disability is enrolled in a Vocational Education Act project, they are contacted by project staff in intervals of three, six, and twelve months as specified in grant follow-up activities. This follow-up ascertains if any additional services are needed. The Employment Development Center conducts a periodic graduate survey to determine if graduates are entering employment related to their programs and wages/salaries earned.

Staff Development

MATC has a long and rich history of working closely with the Wisconsin Technical College System Board to plan and improve upon services to students with disabilities. MATC Special Needs staff participate in WTCSB state-called meetings. Over the past two years, MATC has sponsored two conferences dealing with students who have learning disabilities. In addition, MATC helps to plan and actively participates in state-called interpreters meetings.

Evaluating the Performance of Students with Significant Disabilities

Ninety percent of the 1999 graduates from MATC are employed and 85 percent of those are employed in positions that relate to their training at MATC. Ninety-eight percent of MATC graduates from 1999 are working in Wisconsin. Of the 1999 graduates surveyed, 94 percent chose MATC for employment-related reasons. Twenty-nine percent chose MATC for job preparation, 29 percent to improve existing skills, 26 percent for career change, 9.6 percent for preparation for further education, and 3.4 percent chose MATC for personal interest.

Students with significant disabilities who:	*Associate Degree Program*	*Diploma Program*	*Certificate Program*
Completed their program during/following the 1996–1997 school year	48	13	6
Average number of credits per semester taken 1996–1997	9	9	9
Continued course of study in 1997–1998	257	21	4
Average number of credits per semester taken 1997–1998	9	9	9
Did not return to program after 1996–1997 school year	10	5	2
Post-school status of those enrolled during 1996–1997 who completed their programs			
Enrolled in four-year college		7	
Employed 35 hours or more per week		60	
Enrolled in privately operated vocational/job training programs		2	

Outcomes for 1997-1998 Enrollees

Number of students with significant disabilities who:	
Graduated	75
Returned	300
Completed additional coursework	5
Transferred to other four-year college	1
Entered alternative training program	3
Withdrew	14
Pursued employment	2
Had unknown future plans	70
Total	**470**

Program Evaluation

At MATC, the Department of Research, Planning, and Development (RPD) is responsible for program evaluation. It manages data collection and analysis; it also plans, implements, and facilitates review. RPD presents the quantitative information which is available. Wisconsin Technical College System (WTCS) policy requires that the district evaluation plan include three phases. Every program, service, and project completes Phase I. Only designated activities move into Phase II and Phase III.

Phase I: Monitoring and Screening

Each program, service, and project is subject to annual review to provide a periodic check on the general health of the activity.

Phase II: In-depth Analysis

Each year a small number of activities complete a more painstaking analysis. In some cases, Phase I screening triggers Phase II, but other events may precipitate the detailed review. Every Phase II evaluation results in recommendations from the on-site team and an action plan from staff.

Phase III: Impact Appraisal

Certain Phase II reports lead to appraisal of the outcomes of the activity and the role of evaluation in enhancing the activity. Phase III may encompass assessment of the evaluation plan itself.

Plans for Improvement

MATC continues to develop new programs and integrate new technology. As more short-term training programs continue to be added in response to welfare reform, many more students with disabilities may become involved in these new training opportunities. The College is currently in the process of computerizing library resources and making them accessible to students who are blind. The list of adaptive technology equipment continues to grow, making it possible for more students with disabilities to be accommodated via high tech systems.

The MATC Special Needs staff are looked upon by the rest of the college as highly motivated, professional individuals with expertise in the area of disabilities and services to students with disabilities in higher/vocational education. Therefore, interaction with administrators and instructors from each academic division is ongoing, fluid, and consistent. The result is a dialogue that produces innovative ideas for the integration of the world of students with disabilities into the entire college.

Exhibit A

Response Letter to Student Requesting Accommodations

To any MATC student with a disability requesting accommodations:

Thank you for contacting the Learning Center, Center for Special Needs, regarding services/ accommodations for MATC students with disabilities. Through the Learning Center, we offer many educational services and accommodations based upon documentation of your disability. Before these services/accommodations can be provided to you, I will need documentation of your disability from a licensed professional that includes:

1. Diagnosis of your disability
2. The impact of the disability on your education
3. Recommendation(s) for the accommodations that you need
4. Duration of disability

Please bring or mail a copy of this information to me so we can meet to discuss your educational needs. All documentation will be kept strictly confidential according to MATC's policies. If you have any questions or need any assistance obtaining this information, please call me at 297-6245. Thank you.

We are looking forward to working with you.

Sincerely,

Catherine Bohte, Instructor/Coordinator
The Learning Center
Center for Special Needs

Exhibit B
Administrative Notice

To: All MATC Personnel

Re: Accessing Accommodations for Students with Disabilities

It is the intent of Milwaukee Area Technical College (MATC) to fully comply with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The ADA Coordinator will ensure that students with disabilities are provided with reasonable accommodation to ensure their successful participation in Milwaukee Area Technical College's educational environment. The ADA/504 Coordinator and the Center for Special Needs will have the responsibility to determine and provide effective accommodation for prospective and enrolled students with disabilities.

Accessing Reasonable Accommodation for Current and Prospective Students (Applicants)

All applicants and students will be informed of MATC's policy to provide reasonable accommodations for persons with disabilities. This information will be disseminated to applicants by MATC.

All applicants and students will be given equal access to college services, curricula, entrance requirements, and programs.

Applicants will not be asked if they have a disability. However, all applicants who voluntarily indicate during their admissions process that they have a disability may be asked follow-up questions regarding possible accommodations or referred to the Center for Special Needs for further assistance.

All applicants who are admitted shall be given the *MATC Reasonable Accommodation Request Form* for their use, if needed or requested (see Exhibit I).

Any student who becomes disabled during their enrollment or attendance at MATC may request reasonable accommodation at any time.

Eligibility for Effective Accommodation

Anyone requesting accommodation must provide MATC with specific documentation of his or her disability and fill out an *MATC Reasonable Accommodation Request Form.* Reports from medical doctors, licensed psychologists, the Division of Vocational Rehabilitation, any licensed/certified social service agency, or high school multi-disciplinary team report are acceptable. In order to assure auxiliary aids are available to meet students' and applicants' needs, the ADA Coordinator and/or the Center for Special Needs must be contacted as soon as possible, but no later than ten calendar days prior to the first day the service is needed or as soon as possible.

Types of Reasonable Accommodations

Reasonable (effective) accommodations at MATC can include, but are not limited to, any or all of the following: barrier-free design of facilities, academic modifications (reduced course loads, additional time to complete assignments/examinations, course substitutions); examination auxiliary services (interpreters, notetakers, tutors, scribes, readers); and access technology (large print, audible and/or Braille output devices); and alternative scheduling at various times and locations.

Designated faculty and staff in the Center for Special Needs are responsible for evaluating the type and amount of accommodations required for students with disabilities. Referrals to the Center for Special Needs can be made after students have been admitted/registered in classes by an instructor or through student self-referral. Special Needs staff will meet with the instructor and student to determine what services/accommodations will be provided until documentation is secured. All recommended accommodations are provided at no charge to the student.

Any faculty/staff/student support personnel who may be aware of students with disabilities are asked to contact the Center for Special Needs Manager or the ADA/504 Coordinator. This will enable Special Needs staff to effectively and appropriately coordinate services/accommodations for prospective or enrolled students with disabilities attending MATC.

Confidentiality

Admission of a disability is voluntary and will be handled in a confidential manner as outlined in Section 504 of the Vocational Rehabilitation Act of 1973, Americans with Disabilities Act, and the Family Educational Rights & Privacy Act of 1974 as amended.

Exhibit C

Communication to Faculty about the Center for Special Needs

The Center for Special Needs is a state-of-the-art resource laboratory designed specifically for challenged students (students with disabilities). We are now serving approximately 600 challenged students throughout the Milwaukee District.

The mission of the Center for Special Needs is to ensure challenged students equal access and opportunities to all VTAE programs offered at MATC. The philosophy of the Center is to serve all students with challenges equitably and with dignity. Each of our students are viewed individually based on their abilities, not their challenges or disabilities.

All students receiving services from the Center have a diagnosed disability. Confidential documentation along with other pertinent information is used to determine the modification(s) that will be used to assist students while they are studying in their programs of choice.

We encourage you, the classroom teacher, to visit and refer students you feel may need assistance from our Center. The Center sends letters to instructors at the beginning of the semester to alert you that a challenged student will be in your class. It is our sincere desire that you will contact the instructor or facilitator from our center to discuss the needs of the student identified on each letter you receive. The letter will reference the name and phone number of the staff person responsible for assisting each student assigned to your class. You will also note on these letters the modifications that will be used in your class and in the Center to serve the student.

Finally, we in the Center for Special Needs know that it is impossible to address every challenged student or circumstance you may encounter. It is imperative that we all work together for the purpose of accessibility, good education, and compliance with state and federal laws.

Exhibit D

Teaching Strategies for the Postsecondary Instructor

Many instructors are concerned about the most appropriate ways to teach a student with a disability in the classroom. However, the most effective way is just "good teaching." The following are suggestions that can be employed in almost any classroom. The result will be that all of your students will benefit, not just the student with a disability.

General Information

- All announcements should be made in oral and written form.
- Make eye contact with the students when lecturing and speaking to them.
- Many students find that it is easier to learn the theory after they have learned the practical application.
- Use analogies to daily life when presenting material in order to make the information meaningful to the students.
- Provide a list of technical vocabulary with drawings, definitions, and large print to highlight.
- Privately, ask a student who you think would benefit from preferential seating to sit near the front of the class.
- Be aware that some students, particularly those with reading disabilities, are very self-conscious about speaking or reading in front of the class.
- Recommend that students use electronic devices such as computers, calculators, optical tape measures, etc. in class and for assignments, particularly when such devices are commonly used on the job.
- Place labels on machinery, tools, equipment, etc.
- Encourage the use of the word processor and spelling checker for written assignments.
- Make sure that your handouts are clearly printed.
- Use colored paper for handouts because it reduces the glare from the lights, which makes it easier to read.
- Proofread your exams before the test.
- Give feedback!

The syllabus should be detailed and include:

- Course themes and objectives
- Weekly topics
- Classroom activities
- Dates of required reading and writing assignments

- Dates of tests and quizzes
- Special instructions for projects (and examples)
- Rules clarification for makeup tests, grading procedures, etc.
- Office hours, room, and telephone number
- A request that students with special needs meet with the instructor privately

Hints for lectures

- At beginning of each lecture, review highlights of previous lecture.
- List the main points to be covered that day.
- Use more than just one approach—add handouts, boardwork, demonstrations, movies, etc.
- Use distinct speech (speak in a clear voice and use an even speed).
- Place special emphasis on the sequence of events.
- Encourage students to tape record lectures.
- Assist students who have difficulty taking notes by identifying a student in the class who takes good notes, or provide the students with copies of your overheads or notes.

Use a multisensory approach to teaching by presenting coursework in as many modalities as possible.

- Demonstrations
- Physical participation
- Hands-on
- Visual aids
- Overheads (provide duplicate handouts to students)
- Films
- Chalkboard
- Flip charts
- Computer graphics
- Illustrations of written text
- Pictures
- Actual examples
- Role playing
- Small groups for practice sessions
- Color coding for key points (visual impact is greater)
- Tactility (e.g., have students cut and tape together revisions of paper)

Review the textbook/manuals with the students.

Point out:

- Index
- Glossaries
- Summaries and questions at the end of each chapter
- The ways the book highlights important points (boldface, italics, vocabulary definitions, etc.)
- Provide study guides for what you feel is important

Stress study techniques

- Memory techniques
- Calendars to keep track of assignments and due dates
- Separate notebooks and/or ring binder for each class
- Read the syllabus
- Test-taking strategies

For more information, please contact:

Catherine Bohte, Instructor/Coordinator
The Learning Center
Center for Special Needs
Milwaukee Area Technical College
297-6245

Exhibit E
Disability Documentation Form

To: The Staff of the Learning Center, Center for Special Needs

From: Catherine Bohte, Instructor/Coordinator
The Learning Center, Center for Special Needs

Re: Brief Summary of Documentation of Disability
for the Purpose of Initially Identifying
Needed Educational Accommodations and Services

Date:_____

Student Name_____ Social Security #_____

Primary Disability _____
and Source _____

Secondary Disability(ies) _____
and Source(s) _____

Impact on Education _____
and Recommendations _____
_____
_____
_____
_____

Accommodations and Services

_____Preferential seating in class
_____Notetaker
_____Tape lectures
_____Peer tutor
_____CCTV

_____Enlargements of syllabus and class handouts
_____Use of computer for written assignments/spell checker
_____Dictate written assignments to scribe or tape recorder
_____Sign language interpreter
_____Taped textbooks
_____Physical

Test/Quiz Accommodations

_____Reader
_____Extended time
_____Reword questions
_____Breaks
_____Enlargements
_____Use of computers for essays/spell checker
_____Scribe
_____Special environment
_____Calculator
_____CCTV
_____Timed vs. untimed tests

The student has the right to refuse any recommendation or accommodation.

Exhibit F
Notification to Instructor of Accommodations Needed

MEMORANDUM

To: _____ From: Cathy Bohte, Instructor/Coordinator
The Learning Center, C219, #6245
Center for Special Needs

Student: _____ Date: _____

The Center for Special Needs provides a variety of support services to students with disabilities who are enrolled at MATC. These services are designed to make classes fully accessible while maintaining high academic standards of student learning and performance. Provision of these services is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

The student identified at the top of this document is enrolled in:

Course Number/Section/Title

_____

_____

_____

This student has a disability which may affect his or her participation in educational situations. The following accommodations and/or services are needed to allow the student to acquire the maximum benefit from your class.

_____Preferential seating in the classroom
_____Physical accommodation:_____
_____Notetaker (student's responsibility to apply in M241)
_____Tape recording of lecture (student is responsible for equipment and taping)
_____Adaptive equipment:_____
_____Dictation of written assignments (scribe)
_____Calculator
_____Taped textbooks and handouts (please send copies of handouts to C219 for taping)
_____Enlargements (please send to C219)

_____Test/quiz accommodations (final approval by Special Needs Department)

_____Reader _____Calculator

_____Scribe _____Special environment: Room C219 or _____

_____Extended time _____Breaks

_____Other:_____

If you feel that additional services could be of benefit to this student or if you have concerns and/or questions about the student or accommodations/services required, please feel free to contact me or this student's Special Needs Facilitator in the Learning Center. We invite you to visit and see some of the adaptive equipment or discuss ways to make your class more accessible to students with special needs. Thank you very much for your concern and cooperation.

_____ _____

Special Needs Facilitator Ext.

MATC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the American with Disabilities Act (5/97)

Exhibit G
Test Proctoring

Please complete one form for each test.

Student_____

Date delivered to the Learning Center_____

Course name/number_____

Instructor_____ Telephone_____

Class will be taking exam on_____

Class time allotted for test/quiz_____

This test must be completed by_____

Please circle applicable information

Student can write directly on the test	Yes	No
An answer sheet is provided	Yes	No
Student can use own paper	Yes	No

Student can use nothing textbook notes handouts calculator

other_____

Test return system

Send completed test via inter-office mail	Yes	No
Instructor will pick up completed test	Yes	No
Deliver test to room _____or mailbox_____		
Student may transport test in intercampus envelope to instructor	Yes	No

Exhibit H

Consent for Release of Confidential Information

Student of Record_____
Last First

SS#_____ Birthdate_____

Name and address of agency or person authorized to release information

Person_____

Organization_____

Address_____

_____

Information may be released to

Person_____

Receiving agency_____

Address_____

_____

Purpose(s) or need(s) for the released information

_____

_____

_____

_____

The release of information listed below is for the period(s) between _____ and _____.

Use name initials instead of check marks.

_____Psychological report

_____Education test reports

_____Multidisciplinary Team Report (M Team)

_____Other record listed_____

_____Teaching and diagnostic recommendations

_____Therapy progress reports

_____Medical (including psychiatric) evaluation

As evidenced by my signature, I hereby authorize release of records to the person as specified above. You, MATC, its Board of Directors, and their successors are released from any and all liabilities because of disclosure of any information as a result of this consent. Authorization remains in effect for a period of two years from the date of my signature, unless revoked by the undersigned in writing.

_____ _____

Signature Date

General authorization and special authorization to release medical and other information is in accordance with the provisions of the federal Family Education Rights and Privacy Act of 1974 and the 1989 changes to the Wisconsin Act 168.

Exhibit I
Guidelines/Expectations/Procedures
For The Center for Special Needs
Milwaukee Technical College (Excerpts)

Equal Opportunity and Affirmative Action

MATC's commitment to equal opportunity in admissions, educational programs, and employment policies assures that all individuals are included in the diversity that makes the college an exciting institution. MATC does not discriminate against qualified individuals in employment or access to courses, programs, or extracurricular activities on the basis of race, color, national origin, ancestry, religion, creed, sex, sexual orientation, age, disability, pregnancy, marital status, parental status, or other protected class status. The lack of English skills will not be a barrier to admission or participation in any MATC program or service.

MATC will comply fully with state and federal Equal Opportunity and Affirmative Action laws, executive orders, and regulations. Questions concerning application of this policy should be directed to the Affirmative Action Office, 700 West State Street, Milwaukee, WI 53233-1443, phone 297-6528.

MATC also complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Further information may be obtained by calling 297-6874.

Guidelines/Expectations/Procedures

A student utilizing the services of the Learning Center will receive the *Center for Special Needs Guidelines/Expectations/Procedures* manual upon orientation to the department's services in a format appropriate to the student's disability (tape or print). This manual includes information regarding the Learning Center's philosophy and procedures, conduct of the department, eligibility requirements, and procedures for obtaining auxiliary aids and accommodations. It is the student's responsibility to read and become familiar with this information.

Fair and Equal Treatment

The Center for Special Needs staff will provide fair and equal treatment and show respect and concern for all students and their individual needs, regardless of race, color, sex, national origin, religion, disability, sexual preference, or other protected class status.

Mission Statement

The mission of the Center for Special Needs is to ensure that students with disabilities have equal access and opportunities to all Wisconsin Technical College System programs, courses, and services offered at MATC. The philosophy of the Center is to serve all students with disabilities equitably and with dignity. Our students are viewed individually based upon their abilities.

The purpose of the Center for Special Needs is to provide reasonable accommodations and academic support to students with disabilities who demonstrate specific educational needs. Our goals

are to enhance educational progress, promote completion of educational objectives, and ultimately enable individuals with disabilities to acquire and maintain competitive employment.

Grievances

Any grievances regarding the day-to-day operation of the Learning Center should first be directed to the Instructor/Coordinator of the Learning Center. If unresolved, contact the Manager of the Center for Special Needs. If further action is needed, contact the Director of Academic Support Services. Grievances regarding disabilities and accommodations should be referred to the ADA/504 Coordinator. All other grievances should be handled according to MATC policies and procedures as outlined in the Student Code of Conduct.

The Student Code of Conduct—Student Rights and Responsibilities

The Milwaukee Area Technical College expects its students to conduct themselves in such a manner as to show respect for properly constituted authority and exhibit and maintain integrity and honor in all matters related to the college. It is the responsibility of the students to conduct themselves in accordance with the Student Code of Conduct, which is found in *Student Life*, the MATC student handbook. This handbook is distributed at orientation and is also available in the Student Affairs Office at all campuses.

The principal rules of the Milwaukee Area Technical College expect students to (1) comply with all federal, state, county, and municipal statutes and ordinances while participating in MATC activities or while located on MATC property, loaned or leased, and (2) to conduct themselves in such a manner that will not interfere with the educational process at MATC.

Academic Dishonesty

Students who utilize the services of the Learning Center will be held to the highest standards of academic honesty. Instances of alleged academic dishonesty will be brought to the attention of the student and will be documented for the instructor. The instructor will then follow the Procedures Governing Academic Dishonesty as outlined in the Student Code of Conduct which is available to all students in the Student Affairs Office on all campuses. If a student fails to comply with restrictions imposed as a result of academic dishonesty, dismissal of the student from the Learning Center may result. In all cases, the student will be afforded the opportunity for due process, which is as follows:

- Step 1: Meet with the Manager of the Center for Special Needs.
- Step 2: If unresolved, meet with the Director of Student Affairs (or designee) for resolution.
- Step 3: This resolution may be appealed by making a written request to the Director of Student Affairs for a hearing before the MATC Academic Review Committee. The student is informed of the committee's recommendation within five days or less. (*Appellate Hearing Procedure is available in the MATC Student Code of Conduct.*)

MATC's Expectations of Students

- The student is responsible for all his/her own personal care, including but not limited to feeding, dressing, toileting, etc.

- The student is responsible for all his/her own medical needs, including but not limited to medications, catheter bags, etc. and relaying pertinent medical information to the Health Center staff.
- The student is responsible for transportation needs for him/herself to any location in the school as well as outside of school. Campus orientation instruction is available to students with visual impairments.

Eligibility for Services

A student of MATC who has a disability and desires services from the Learning Center must:

- Be currently enrolled in an Associate Degree, Diploma, Certificate, Apprentice, GED, Adult High School, or Adult Continuing Education program/course
- Upon request by MATC, provide documentation of the disability by a licensed professional that states what the disability is, how it impacts the student's education, and what type of services need to be provided to accommodate that disability at MATC

Determination of Services To Be Provided

Based upon the documentation of the disability, recommendations by licensed professionals, and the staff of the Learning Center, the students and the Learning Center staff members will complete a Service Plan (see Form B) designating the services and test accommodations that will be provided. The student has the right to refuse any recommended service or accommodation.

Students Transferring to MATC

Students with disabilities who transfer to MATC from other colleges must follow MATC procedures for determining what services will be provided and how the services are provided. Please contact the Instructor/Coordinator of the Learning Center to discuss arrangements at the beginning of the semester.

Availability of Services and Special Needs Facilitators at MATC Campuses and Centers

Special Needs Facilitators are available on the Downtown, North, South, and West Campuses. Students desiring services should contact the Special Needs Facilitator on the campus that he/she attends. Students attending MATC classes at other centers should contact the Special Needs Facilitator at the campus closest to the class location.

Refusal of Instructors or Staff of MATC to Allow Services/Accommodations

If an instructor or staff person refuses to allow a service or accommodation to be provided to a student who has a documented need for such service/accommodation, the student should submit an MATC *Reasonable Request Form* to the ADA/504 Coordinator.

Auxiliary Aids and Services

According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, it is MATC's responsibility to provide auxiliary aids and services in a timely manner. The student must express the need for an auxiliary aid or service and give adequate notice of the need to the Center for Special Needs. MATC may then request that the student provide supporting diagnostic test results, relevant medical documents, and professional prescriptions for auxiliary aids. MATC has discretion in choosing the specific aid or service it provides to the student, as long as the aid or service selected is effective. The student has the right to provide input as to the type and effectiveness of specific accommodations as they relate to his/her disability. Examples of auxiliary aids that MATC provides are:

- Taped/brailled textbooks
- Closed-circuit TVs
- Electronic readers
- Braille writers/printers
- Voice-activated computers
- Computer with voice output
- Computers with enlarged text
- Preferential seating in class
- Assistive listening devices
- Classroom interpreters for students who are deaf and hard-of-hearing

Some services available to students with disabilities enrolled in the Learning Center are:

- Coordination of services by assigned Special Needs Facilitator
- Test accommodations
- Enlargement of handouts and tests
- Liaison with instructors
- Specialized disability-related tutoring, including study skills and proofreading
- Peer tutors (from Tutoring Center)
- Notetakers (from Tutoring Center)
- Tape recordings of lectures (by student)
- Specialized math and English instruction
- Instruction on use of adaptive equipment
- Clarification of concepts
- Advising
- Counseling
- Diagnostic evaluation of learning difficulties

Typists

Students who would like to have someone type their papers are responsible for hiring and paying for their own typist. According to Section 504, typists are considered a "personal service" and, therefore, not provided by MATC. Special Needs Facilitators are not allowed to type papers for students. However, we would be happy to assist the student in searching for a typist. Students may also choose to learn how to use the computer for word processing using adaptive technology offered through the Center for Special Needs.

In-Class Scribes

A student who has a documented need for an in-class scribe should apply at the Tutoring Center at each campus he or she is attending. The purpose of the in-class scribe is to take dictation for in-class assignments so that the student can participate with the class. An in-class scribe does not read to the student, tutor the student, or correct the student's work. He or she only writes down the student's words. Evaluation of the content of the assignment is the responsibility of the classroom instructor.

Scribes for Homework

According to Section 504, a scribe for homework assignments is considered to be a "personal service" and, therefore, MATC is not responsible for providing scribes for this purpose. Students who have a documented need for a scribe should apply for a peer tutor from the Tutoring Center to provide a few extra hours per week of assistance. Students may want to consider enlisting assistance from their friends and families and allowing extra time in their daily schedules to accommodate lengthy homework assignments. Students may also want to work with their Special Needs Facilitator to discuss alternatives, such as tape recording assignments, and to learn to use available adaptive technology.

Textbook Translations

MATC will make every effort to assist the student who is visually impaired and requires taped or brailled materials or has a reading disability for which a psychologist has recommended taped textbooks as a reasonable accommodation. MATC has discretion in choosing the specific service that it provides to the student, as long as it is effective. The student has the right to provide input as to they type and effectiveness of specific accommodations as they relate to his or her disability. MATC recommends Recording for the Blind and Dyslexic (RFB&D), Volunteer Services for the Visually Handicapped (VSVH) located at the Milwaukee Public Library, and the use of adaptive electronic reading technology (Reading Edge, Kurzweil Reader, etc.). Students who request taped/brailled materials to meet their accommodation requirements are required to follow these procedures:

1. The student must identify his/her need for taped/brailled textbooks and provide adequate documentation from a licensed professional to the Center for Special Needs.
2. The student must register with Recording for the Blind and Dyslexic and utilize their service for taping, if appropriate. If the textbook is not available from RFB&D, the student may be requested to contact the publisher and ask for complimentary copies. The student may also utilize Volunteer Services for the Visually Handicapped.

3. It is the student's responsibility to identify which textbooks are needed. This information can be obtained from the instructor, the Dean, or the bookstore and is available by March 21 for the summer semester, April 21 for the fall semester, and October 21 for the spring semester. If the student has difficulty obtaining this information, we will try to assist him or her.
4. It is the student's responsibility to work with his or her facilitator to contact Recording for the Blind and Dyslexic and Volunteer Services to determine if the adapted materials are available.
5. The Center for Special Needs prefers 60 days advance notice of textbooks or materials which need to be taped or brailled due to the extended time required for preparation. The student should begin to order his/her textbooks when registering for the following semester. Students must provide the Learning Center reasonable notice when materials are not available from RFB&D or VSVH. MATC is not responsible for providing taped/brailled materials to students who do not comply with these deadlines. Adaptive electronic technology, however, is available to meet the student's reading needs.
6. Students are encouraged to use adaptive electronic reading technology (Reading Edge, Kurzweil Reader, etc.), which provides a synthesized voice rendition of printed text and is an effective alternative for taped/brailled textbooks. In addition to equipment available in the Learning Center at the downtown campus, there are Reading Edges located in the libraries of the North, South, and West campuses. Training on effective use of the equipment will be provided by the staff of the Center for Special Needs.
7. If a student learns that previously ordered materials are not needed, the student must notify the Learning Center as soon as possible, unless the student ordered it him-or-herself.
8. If a student does not provide reasonable notice of need or if the Center for Special Needs does not have documentation that the student requires taped/brailled textbooks as an accommodation for his or her disability, it will become the student's responsibility to use adaptive technology to read these materials.
9. If a student does not agree with the manner of provision of service, he or she must meet with his or her Special Needs Facilitator and the Instructor/Coordinator of the Learning Center to evaluate the situation. Further appeal may be made to the Manager of the Center for Special Needs. The student may also follow the MATC Administrative Notice regarding accessing reasonable accommodations.

Test/Quiz Accommodations

Reasonable accommodations for tests/quizzes will be made for students with disabilities who request test/quiz accommodations and provide supporting documentation by a licensed professional. The most common recommended accommodations are reader, scribe, computer, extended time, and special environment. However, other/additional requests for reasonable accommodations based upon documentation of the disability will be considered.

Procedure for Test/Quiz Accommodations

1. The student must meet with his or her designated Special Needs Facilitator to review diagnostic information, develop a Service Plan that defines the test/quiz accommodations to be provided, and give written permission to notify his or her instructors. Accommodations can only be provided with the student's written consent to notify the instructor.

2. It is the student's responsibility to notify his or her Special Needs Facilitator of any test/quiz for which he or she desires accommodations. Adequate notice must be given so that there is time to contact the instructor.
3. It is the student's responsibility to reserve a test booth. Reservation sheets are posted one week in advance. If a student is more than ten minutes late, the booth reservation cannot be guaranteed.
4. All test/quizzes should be taken the same day as the class meets as close to the same time as possible. If there is a conflict in times caused by the Learning Center's time schedules, the Special Needs Facilitator will contact the instructor. If the student cannot take the test/quiz on the given day or is absent on the day of the test/quiz, it is the student's responsibility to arrange for permission from the classroom instructor to take it on another day.
5. The instructor will complete a form designating which materials (i.e., notes, texts, etc.) may be used on the test/quiz. Only those aids designated in writing by the instructor will be allowed, no matter what was told to the student. If the student does not agree, the test/quiz should be held by the Special Needs Facilitator and the instructor contacted for clarification. Students who become abusive will not be allowed to take the test/quiz.
6. If a student begins to take a test/quiz, he or she must finish the test/quiz during that sitting. (If frequent breaks are recommended by a licensed professional as a reasonable accommodation, the Special Needs Facilitator will make the arrangements.) If the student leaves the room, the test/quiz is considered finished and will be returned to the instructor. (A brief restroom break will be allowed if the Facilitator is notified.) If a student has a time conflict, the student must inform the Special Needs Facilitator before he or she sees the exam. Once the student has seen the exam, he or she must complete it in that sitting. Test/quiz questions that are unclear will be clarified with the instructor, if necessary. Otherwise, the question will be reworded in a manner which only conveys what the instructor is asking.
7. The test/quiz will be returned to the instructor by the method designated on the test proctoring sheet.
8. All tests/quizzes will be administered by the staff of the Learning Center or employees of MATC. Students are never allowed to proctor exams or act as readers or scribes.
9. If test/quiz accommodations are being denied by the instructor, a complaint should be filed with the ADA/504 Coordinator.
10. During a test, all personal items, except purses, will be kept in lockers or behind the reception desk at the student's own risk. Purses will be kept on the floor under the desk in the test booth. However, students are encouraged not to bring purses whenever possible.
11. Personal portable audio equipment is not permitted in test booths.

Definitions of Test/Quiz Accommodations

Test/Quiz Reader

A reader is an employee of MATC, usually the designated Special Needs Facilitator, who reads the test/quiz. The reader orients the student to the format of the test/quiz and may have to interpret the language of the question, if the student does not understand the intent. The reader does not provide answers.

Test/Quiz Scribe

A scribe is an employee of MATC, usually the designated Special Needs Facilitator, who will write or type the student's answer in response to test/quiz questions. The scribe will write or type the student's words; the student provides the content of the answers, not the scribe. The purpose of the scribe is to provide a compensatory mode to allow a student who is limited by his or her disability in the area of written expression to complete written exams. The student is not expected to dictate the spelling of every word, capitalization, or basic punctuation unless it is an English test/quiz and that is the purpose of the test/quiz.

Computer

The computer should be used as an alternative for the scribe whenever possible. If the student takes his or her test/quiz using a computer, he or she must use a special blank test diskette obtained from his or her Facilitator when the test/quiz is given. In order to obtain the test diskette, an ID is necessary and will be returned when the disk is returned. The disk must be returned with the test/quiz. If the disk is not returned, the test/quiz will not be returned to the instructor. Test diskettes are the sole property of the Learning Center and will be erased after each use.

Extended Time

Extended time is an accommodation given to students with disabilities who require extra time to complete a test/quiz. The recognized amount of time is double the amount of time given in the regular classroom. There are circumstances which may indicate a greater need for time, such as multiple disabilities, and these will be considered by the Facilitator when the Service Plan is written and approved by the Instructor/Coordinator.

Special Testing Environment

On the downtown campus, the Learning Center has four testing booths which provide an environment which is accessible, properly lit, quiet, well-equipped, and of sufficient size to accommodate the student, personnel, and equipment. The purpose is to provide a testing environment that is as distraction-free as possible. On the North, South, and West Campuses, this accommodation may not be provided in the same manner due to differences in the physical layout.

Role of the Special Needs Facilitator

The role of the Special Needs Facilitator is to expedite the educational process for the student with a disability at MATC. This includes but is not limited to providing test/quiz and classroom accommodations, working as a liaison with instructors and staff, identifying and suggesting resources at MATC that will benefit the student, assisting the student with clarification of concepts and assignments, teaching students how to use adaptive technology, and promoting study skills that enhance the strengths of the student. Students enrolled in the Learning Center should schedule appointments with their designated Special Needs Facilitator on a regular basis to communicate their individual needs and receive services.

The Relationship Between Students and Staff

The most effective relationship between a student and the staff of the Learning Center is one of mutual respect in which the student feels free to ask for assistance, share academic concerns, and learn new skills to facilitate the learning process. Although each student has very important concerns and needs, the student must remember that each Special Needs Facilitator may have many students to provide services for on an equitable basis. Time is allotted to provide these services based upon documented need and timeliness, never favoritism. All relationships between students and staff of the Learning Center will be conducted in an ethical, legal, and professional manner in order to maintain the integrity of the students, staff, and reputation of the Learning Center.

Assignments to Special Needs Facilitators

Students will be assigned to a designated Special Needs Facilitator by the Instructor/Coordinator of the Learning Center. The criteria used to make this decision are campus, program, hours of attendance, and needs of the student as well as the case loads of the facilitators. The student will be assigned in the most effective manner possible. Students will not be allowed to choose their facilitator. Requests for change of facilitator based upon legitimate reason(s) should be discussed with the designated facilitator and then made to the Instructor/Coordinator. All requests will be considered. Appeals may be directed to the Manager of the Center for Special Needs.

Appointments

Students are encouraged to make appointments to meet with their Special Needs Facilitator on a regular basis. The student may enter the Learning Center to study and ask for his/her designated facilitator without an appointment. However, there is no guarantee that the designated facilitator will be available at that time. Students should respect the appointments made by other students and not erase or double book an appointment. If there is a conflict, please discuss the situation with the designated facilitator to make alternative arrangements. Students who are more than 15 minutes late for their appointment may forfeit their scheduled time with the facilitator and be taken on an "as-available" basis.

Notification of Instructors/Staff

Instructors will be notified of needed test/quiz and classroom accommodations only after the student has signed an *Authorization to Notify Instructors* (see Form C). No test/quiz accommodations will be made in the Learning Center without this written authorization. The student may designate which instructors, if any, he or she wants notified. He or she may also cancel the authorization at any time in writing to the Instructor/Coordinator of the Learning Center.

Release of Confidential Information

Requests to release confidential information and records to persons/agencies outside of MATC will be processed only in accordance with the written policies of MATC. Completed Release of Confidential Information forms should be directed to the Instructor/Coordinator of the Learning Center who will forward the request to the Custodian of Student Records.

Attendance in the Learning Center

Attendance in the Learning Center will be monitored by computer or manually by the staff. If a computer is available, students are asked to scan their ID card or enter their social security number when entering and leaving the Learning Center. If a student's attendance is being monitored by a funding agency, it is the student's responsibility to use the attendance computer, if available, and/or work with his or facilitator to see that accurate records are kept.

Attendance in the Classroom

Students who are enrolled in the Learning Center should attend every one of their classes. Unless a special arrangement (i.e., for a test) has been made by the facilitator, the student should be in class and not in the Learning Center during class time. If a student cannot attend class, he or she should contact the classroom instructor.

Extensions on Assignments

If a student is unable to complete an assignment and needs additional time to finish it, he or she must discuss it with the instructor of that class.

Equipment Loan

Equipment, textbooks, tapes, or materials that are borrowed from the Learning Center must be documented. Small dictionaries, Spelling Aces, calculators, etc. may be obtained, if available, by exchanging the student's MATC ID card for the item. When the item is returned, the ID will be returned. Larger equipment, such as computers and tape recorders require the student to sign a card. If equipment is not returned, we will request that grades be withheld until the item is returned.

Advising/Counseling

Advice and assistance in course selection and registration are available through the Learning Center and the Special Needs Counselor. Students are responsible for picking up their academic plans at registration, meeting with their advisor, and arranging for payments. Crisis counseling is provided by the Special Needs Counselor and the Student Assistance Program Counselor located at each campus.

Use of MATC Resources

Students enrolled in the Learning Center are encouraged to utilize all of MATC's resources to enhance their education. Some of these are the Math Lab, Writing Lab, Academic Support Center, and Business Support Center, as well as several computer labs. Students should check with each lab regarding their hours of operation. In addition, MATC offers many other resources such as the Career Planning Center, Employment Development Center, Family and Women's Resource Center, Financial Aid Office, library, Multicultural Affairs Office, and Student Affairs Office. Facilitators have more information about these and other MATC services and programs.

Accessing Accommodations at MATC

It is the intent of MATC to fully comply with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The ADA Coordinator will ensure that students with

disabilities are provided with reasonable accommodation to ensure their successful participation in MATC's educational environment.

Division of Vocational Rehabilitation

Students with disabilities are encouraged to contact the Division of Vocational Rehabilitation (DVR) to apply for services. Students who are clients of DVR must communicate frequently with their counselor. It is the student's responsibility to provide copies of his or her grades or other materials when necessary. Students must also consult with their DVR Counselor before adding and dropping classes, before making program changes, and if any concerns arise. It is also very important to apply for financial aid as early as possible and provide a copy of the Grant Award Letter to the DVR counselor.

Rules of the Learning Center

To ensure that the rights of all students in the Learning Center are respected, the following rules are in effect:

- No loud socializing
- No food or drink (unless medical documentation is presented)
- Book bags and personal items are left in the Learning Center at the student's own risk
- During a test, all personal items, except purses, will be kept in lockers or behind the reception desk at the student's own risk. Purses will be kept on the floor under the desk in the test booth. However, students are encouraged not to bring purses whenever possible
- Personal portable audio equipment is not permitted in test booths
- Do not interrupt staff who are working with other students, particularly when giving tests. Do not erase appointments made by other students or double book appointment slots without checking with your facilitator
- Do not erase the names of other students from the test booth sign up sheets
- Telephone calls from the Learning Center are limited to MATC extensions and DVR counselors
- Duplication of materials ("Xeroxing"), excluding enlargements for accommodations by the Learning Center copy machine is not permitted. Ask for the location of the copy machines available to students on your campus

Form A
Student's Responsibility

It is the student's responsibility to:

- Schedule time in the Learning Center
- Sign in on the computer system (Big Brother)
- Notify Learning Center staff of tests that need to be picked up or called for ahead of time
- Reserve testing booth
- Allow enough time to take the test; once a test is started, it must be finished before the student leaves
- Contact instructors and Learning Center staff when absent for more than two days
- Contact instructors for extensions on assignments
- Contact instructors when unable to take a test
- Pick up academic plans, see advisor, and arrange payment for classes
- Complete paperwork to drop/add classes
- Register for Recording for the Blind and Dyslexic (RFB&D)
- Order recorded/brailled books at time of registration for the next semester (continuing students only)
- Tape record his or her own classes
- Apply for tutors and notetakers in the Tutoring Center
- Use phones in the Learning Center ONLY to call instructors and or DVR counselors (no personal phone calls)
- Use copy machines in library and other school areas to make copies; we cannot make copies for students in the Learning Center

Staff Signature	Student Signature	Date

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Form B
Service Plan

Student Name_____

Classroom/Study Accommodations and Services

Staff Initials	Recommended Accommodation	Student Initials
_____	Preferential seating in class	_____
_____	Notetaker (apply in room ____)	_____
_____	Tape record lectures	_____
_____	Peer tutor (apply in room ____)	_____
_____	Adaptive equipment _____	_____
_____	Training on adaptive equipment	_____
_____	Dictate written assignments	_____
_____	Taped textbooks	_____
_____	CCTV	_____
_____	Enlargements of syllabus and class handouts	_____
_____	Braille/thermoforming	_____
_____	Use of computer for word processing	_____
_____	_____	_____
_____	_____	_____

Test/Quiz Accommodations

Staff Initials	Recommended Accommodation	Student Initials
_____	Reader	_____
_____	Scribe (manual or computer dictation)	_____
_____	Extended time	_____

_____	Special environment	_____
_____	Reword questions	_____
_____	Calculator	_____
_____	Use of computers for essays	_____
_____	Enlargements	
_____	_____	_____
_____	_____	_____

The Learning Center staff has initialed the accommodations that would be the most effective for this student. The student has initialed which of those services he or she will utilize.

_____	_____	_____
Staff Signature	Student Signature	Date

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Form C
Authorization to Notify Instructors

This authorization may be canceled at any time by notifying the Learning Center in writing.

Student should complete only one section on this form.

I authorize the faculty and staff of the Learning Center, Center for Special Needs, to inform my instructors regarding my disability, how it affects my style of learning, and the accommodations which will assist me in the classroom. This authorization extends for the _____ school year, including summer school _____ if I should attend.

_____ _____

Student Signature Date

I authorize the faculty and staff of the Learning Center, Center for Special Needs, to inform only the designated instructors regarding my disability, how it affects my style of learning, and the accommodations which will assist me in the classroom. This authorization extends for the _____ _____ semester.

1._____
2._____
3._____
4._____
5._____

_____ _____

Student Signature Date

I do not want my instructors notified at this time. If I do want the Learning Center staff and faculty to contact my instructors, I will notify the Learning Center in writing.

_____ _____

Student Signature Date

Form D
MATC Reasonable Accommodation Request Form

(please check one)
Prospective Student Requestor_____ Student Requestor_____

Name_____ Date_____
Address_____
Telephone_____

Campus Location of Person Submitting Request_____

Need for Accommodation_____
_____
_____

Requestor's Suggested Accommodation_____
_____
_____
_____
_____

Documentation of Disability (Please Attach)

MATC's Accommodation Plan_____
_____
_____
_____
_____

Please sign and date one statement only

I concur with the proposed accommodation:

Date_____ _____

Student Signature

I wish to appeal the committee's proposal:

Date_____ _____

Student Signature

For Office Use Only

Request Received by _____ _____

ADA/504 Coordinator or Designee Date

Accommodation Approved _____ _____

ADA/504 Coordinator or Designee Date

Characteristics Manifest in All Six Approaches Featured Through This Project

As part of the selection process, project staff and members of the National Review Panel systematically and extensively reviewed and analyzed documents, conducted on-site observations, and interviewed local staff, current and former students, agency representatives, and local employers from all six sites selected through this project. This review revealed that several staff and organizational characteristics were similar in each of these two-year colleges. This chapter summarizes these similarities.

Staff Characteristics

In spite of the wide range of educational backgrounds, temperaments, and life experiences possessed by support services staff in each site featured through this project, these individuals manifest strikingly similar characteristics. These professionals:

- Exhibit high energy that they use to go the extra mile
- Demonstrate a commitment to excellence
- Display a strong curiosity to learn new approaches
- Take concrete actions to develop own and others' skills
- Conduct an aggressive, ongoing search for resources
- Enact a student-focused philosophy of empowerment and inclusion
- Use a highly organized approach to their work
- Display creativity and imagination in the accommodations and services implemented, in their time management, and in their efforts to "work the system"
- Possess the personal flexibility to respond to surprises and crises effectively and gracefully.
- Work effectively and comfortably in teams
- Communicate critical information frequently, effectively, and in a timely manner
- Exhibit leadership, charisma, and gentle persuasion needed to enlist others in the cause
- Evince calm persistence toward valued goals

Organizational Characteristics

As with the staff, the organizations featured through this project also differ markedly in size and structure, but evince striking similarities. Among those are the following:

- Administrative support is strong and public
- Front line staff have decision making power on key service delivery variables
- Bureaucratic constraints are minimal
- Available resources are focused and used in highly effective ways

- A strong philosophy of inclusion is evident.
- Students receive timely and effective support within an empowerment framework
- Academic and vocational teachers also receive timely and effective support within an empowerment framework
- A strong, sustained team approach governs provision of services
- Students are viewed as "ours," not "mine and yours"
- Strong interagency collaboration is established and sustained

Program Development: Getting "From Here to There"

Effective strategies to help two-year colleges get from "here" to 'there" include selection and support of highly qualified staff who demonstrate many, if not all, of the characteristics sketched above, and sustained application of organizational factors outlined above that empower those staff to serve students in highly effective ways. The approaches featured through this project provide educators and advocates with ideas to stimulate their imagination and serve as a base from which to develop even more effective support services for individuals with significant disabilities.

Access to Electronic Copies of Publications Produced Through This Project

To facilitate the availability of this information, the reader may download additional copies of all publications in this series from the project's web page at http://www.cew.wisc.edu/nidrr/.

These publications include:

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Special Needs Instructional Support Department—Lakeshore Technical Community College, Cleveland, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). *Serving Students with Significant Disabilities in Two-Year Colleges: Services for the Deaf and Hard-of-Hearing Program—Hinds Community College, Raymond, Mississippi,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Program Accessibility Committee—Florence-Darlington Technical College, Florence, South Carolina,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: ABLE Program—Longview Community College, Lee's Summit, Missouri,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Center for Special Needs—Milwaukee Area Technical College, Milwaukee, Wisconsin,* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Office of Disability Services—Springfield Technical Community College, Springfield, Massachusetts,* Madison, WI: Center on Education and Work.

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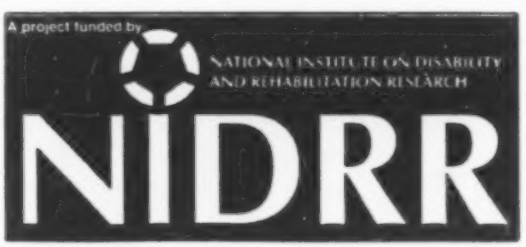

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